

# K-12 Guidelines for English Language Proficiency



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# **K-12 Guidelines for English Language Proficiency**

## **Nebraska Department of Education**

### ***Introduction***

The “K-12 Guidelines for English Language Proficiency” were developed as a supplement to the Nebraska State Standards. All English Language Learner (ELL) students are required by the Nebraska Department of Education to meet or exceed the Nebraska State Standards (LEARNS) or district approved standards. These guidelines present districts, content area teachers, and ELL teachers a working document that bridges the gap between state standards and second language acquisition.

Users of these Guidelines should consider the following:

- The document is a reference for revising or developing district curricula that uses these Guidelines as its foundation. It is not, in itself, a curriculum guide.
- The language levels and grade clusters are meant to show how a student typically progresses through the curriculum. However, there are other factors that may influence a student’s growth in language, such as literacy in English and the native language, and previous formal schooling.
- Teachers should carefully match the level of learning to the Guidelines and to the individual student, including their grade and language levels.
- ELL students must have full access to a positive learning environment in order to acquire language and content knowledge.
- All teachers and administrators in a district share in the responsibility of helping ELL students acquire language through these Guidelines.

### ***Legal Requirements***

No Child Left Behind specifies that states and school districts ensure that children who are limited English proficient develop high levels of academic attainment in English. Districts and states are accountable for the progress these children make in learning English and meeting state content standards. Ultimately, these Guidelines will be used to assess the progress ELL students are making in learning the English language.

#### ***State Role***

Under No Child Left Behind (NCLB) and Title III, English Language Acquisition, State Departments of Education are required to:

“...[3113(b)(2)] establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading, and writing, and that are aligned with achievement standards described in section 1111(b)(1) [Title I].

In addition, NCLB requires states to:

“...[3122(a)(1)] develop annual measurable achievement objectives for limited English proficient children served under this part that relate to such children’s development and attainment of English proficiency while meeting challenging State academic content and student academic achievement standards...”

### ***School District Role***

School districts, in turn, must:

- Annually assess ELL students in the domains of listening, speaking, reading and writing.
- Ensure that ELL students are making progress in meeting state or district standards as reported for Adequate Yearly Progress (AYP).
- Ensure that ELL students are making progress in learning English and meeting the Annual Measurable Achievement Objectives (AMAOs).
- Adopt the Guidelines for English Language Learners or, if districts adopt their own guidelines/standards, show that they meet or exceed the guidelines developed by the Nebraska Department of Education.

### ***Organization of the Guidelines***

As the committee worked on developing these guidelines, they first examined the national TESOL Standards (“ESL Standards for Pre-K – 12 Students,” Teachers of English to Speakers of Other Languages). Based on the key requirements of NCLB, the committee decided that the TESOL standard for academic English was the key to this document. (Goal 2: to use English to achieve academically in all content areas). As all students are expected to meet state academic standards, it is important to understand that the education of ELL students is the responsibility of every teacher and administrator. The Guidelines are aligned with the Nebraska academic content standards for Reading, Writing and Mathematics. Future additions to this document will include an alignment to the Nebraska Science Standards (2005-2006).

Though the time a student spends acquiring English is based on many variables (including age, educational background, level of first language proficiency, learning rate, motivation), the levels through which a student progresses remain the same. Students who have limited formal schooling present unique challenges to school districts. The appendix contains a brief discussion and example indicators designed to assist districts and teachers in serving this population.

### ***How to Read the Guidelines***

- The Guidelines are organized by grade clusters (K-2, 3-5, 6-8, and 9-12).
- Within each grade cluster, the language domains of listening, speaking, reading, and writing are addressed separately.
- The “X” indicates that the skill is taught at this level of language proficiency.
- An empty box specifies that the skill is not taught at this level of proficiency.
- Shading specifies that the skill is independently demonstrated by the student and no longer directly taught.
- The “Skill area” is the guideline that should be taught. The “Example Indicators” are strategies that may be used to achieve the Skill Area. Districts should determine which of the example Indicators should be specifically taught and/or assessed.

### ***Language Proficiency Levels***

The language proficiency levels are broken down as follows:

<b>Language Level</b>	<b>Description</b>
<b>Entry</b>	Those students with limited formal schooling.
<b>1</b>	Beginning
<b>2</b>	Early Intermediate
<b>3</b>	Intermediate
<b>4</b>	Early Advanced
<b>5</b>	Advanced

The following tables define the language domain specific descriptions at each proficiency level. These levels can be generalized across grade clusters.

### ***Comments***

This document is in draft format. The Committee is most anxious to get feedback on the Guidelines. Any comments on the guidelines, the format of the document, or if you have specific questions, please direct them to:

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Proficiency Level	<i>Description</i>
<b>Entry Level</b>	This level of proficiency is reserved for those students with Limited Formal Schooling (LFS). These students are in Grades 4-12, read two levels below grade level, and have pre- or semi-literacy in a native language other than English. Please see the appendix on “Limited Formal Schooling” for more information.
<b>1 Beginning</b>	Characterized by a predominance of lack of achievement of Proficiency Levels 2 through 5.



## 2 – Early Intermediate

Proficiency Level	Reading	Writing	Listening	Speaking
	<p>Understand simple material for informative or social purposes.</p> <p>Understand the essential content of short, general statements, environmental texts and formulaic messages.</p> <p>Comprehend the main ideas of simple informative and simple narrative materials written for native English speakers, especially when these materials contain simple structures and syntax.</p> <p>Rely heavily on visual cues and some prior knowledge or experience with the topic.</p> <p>Read short texts or trade/pattern books independently.</p> <p>Understanding is limited to simple language containing mostly high frequency vocabulary items and grammatical patterns.</p> <p>Can often guess the meaning of unfamiliar words through the use of cognates and text context. May be misled by false cognates.</p> <p>May have to read material several times in order to capture meaning.</p> <p>Begin to distinguish between formal and informal texts.</p>	<p>Express basic personal needs and compose short informal passages on very familiar topics based on personal experiences.</p> <p>Writing consists of a limited set of vocabulary and structures in simple sentences and phrases.</p> <p>Errors in spelling, grammar, and mechanics are frequent and characteristic and expected of language production at this stage.</p> <p>Limited use of conventional organizational structures.</p>	<p>Comprehend simple statements, directions, and questions.</p> <p>Usually understand the main idea of extended but simple messages and conversations with some unfamiliar vocabulary and structures.</p> <p>Limited vocabulary range necessitates repetition or rephrasing for understanding.</p> <p>Comprehend language consisting of simple vocabulary, narratives, and structures in short face-to-face interactions with peers and familiar adults.</p> <p>Perform auditory discrimination of some major phonological elements in English.</p> <p>Understand basic everyday vocabulary of the school environment and common everyday activities.</p> <p>Listen for and understand common and/or critical information in the classroom.</p>	<p>Use level-appropriate strategies to initiate and respond to simple statements.</p> <p>Frequently understood by using repetition and rephrasing.</p> <p>Rely on gestures and other non-verbal cues.</p> <p>Rely on survival vocabulary.</p> <p>Reliance on formulaic patterns and memorized phrases.</p> <p>Tend to omit auxiliary verbs and rely on one form of a verb.</p> <p>Make simple requests for information (for clarification or expansion).</p> <p>Provide information in response to simple requests.</p> <p>Is understood in instructional activities at a basic level with errors.</p> <p>Provide a simple logically structured narration or summary of what has just been learned or what has just happened.</p> <p>Pronunciation patterns show strong evidence of another language that may often prevent effective communication in English.</p> <p>Give simple instruction on concrete day-to-day tasks.</p>

### 3- Intermediate

Proficiency Level	Reading	Writing	Listening	Speaking
	<p>Understand more complex narrative, descriptive authentic materials, and edited texts with a familiar context.</p> <p>Use contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures.</p> <p>Comprehend selected passages when written in familiar sentence patterns, but frequently have to guess at meanings of longer or more complex materials.</p> <p>Follow essential points and some details of expository texts and summaries when dealing with areas of special interest.</p> <p>Begin to separate main ideas from supporting ideas.</p> <p>Able to make informed guesses about meaning from context.</p> <p>Understand inference and word connotations.</p> <p>Can read a broader range of genres.</p> <p>Has a broader understanding of purpose of text.</p> <p>Distinguish between formal and informal texts.</p>	<p>Write simple texts, uncomplicated personal letters, and short reports using everyday, high frequency, grade appropriate vocabulary and common language structures.</p> <p>Write brief and informed analyses of more complex content, including academic content, when given opportunity for organization and advance preparation, though errors may occur frequently.</p> <p>Produce written expression of opinions and reactions to information from a variety of media.</p> <p>Can express present, future, and past ideas comprehensibly.</p> <p>Errors still occur when expressing more complex thoughts.</p> <p>Attempt to use more basic reference tools such as dictionaries.</p> <p>Perform basic revisions and editing functions.</p> <p>Complete writing tasks with the use of everyday vocabulary and transitional phrases in more complex sentences.</p> <p>Begin to use a variety of genres as well as produce writing for different audiences.</p>	<p>Comprehend short conversations on topics in everyday situations when listening to peers, familiar adults, and teachers.</p> <p>Rely less on repetition, rephrasing and non-verbal cues for comprehension.</p> <p>Understand frequently used verb tenses and word-order patterns in simple sentences.</p> <p>Frequently demonstrate both a general and detailed understanding of short, discrete expressions but have only a general understanding of longer conversations and messages in academic content areas.</p> <p>Sustain comprehension through contextual inferences in short communications through paraphrases, slower speaking pace, and visual supports.</p> <p>Demonstrate phonological discrimination of many auditory elements in English.</p> <p>Follow multi-step directions.</p> <p>Comprehend more linguistically complex and longer conversations and narratives.</p>	<p>Initiate and sustain a conversation with hesitation and circumlocution using low-frequency vocabulary.</p> <p>Tend to use the more common verb tense forms but still make many errors in formation and selection.</p> <p>Use word order accurately in simple sentences, but still make errors in more complex patterns, especially when speaking about academic issues.</p> <p>Extended communication is largely a series of short utterances.</p> <p>Often have to repeat themselves to be understood by monolingual English speakers.</p> <p>Often rely on familiar utterances in instructional settings.</p> <p>Use repetition as well as gestures and other nonverbal cues to sustain conversation.</p> <p>Able to respond to novel questions and generate simple questions with appropriate form and structure.</p> <p>Prepare and deliver short oral presentations.</p> <p>Give instructions on concrete, day-to-day tasks with appropriate sequencing.</p>

Proficiency Level	Reading	Writing	Listening	Speaking
<b>4 – Early Advanced</b>	<p>Comprehend the content of most texts of interest to students at grade level, and with support, most appropriate academic content area texts.</p> <p>Understand most factual information in non-technical prose.</p> <p>Understand texts with less dependence on context, background knowledge, and familiarity with the topic.</p> <p>Read excerpts from literature for pleasure.</p> <p>Able to separate main ideas from supporting ones.</p> <p>Use linguistic context and prior knowledge to increase comprehension.</p> <p>Detect the overall tone and intent of both expository and literary texts at grade level.</p> <p>Interpret text based on an understanding of the purpose of the text.</p>	<p>Write for various genres in which their thoughts are unified and presented in an organized fashion for their grade level.</p> <p>Compose unified and organized texts on everyday topics with sufficient vocabulary to express themselves.</p> <p>Show good control of English word structure and of the most frequently used grammatical structures. Errors may still occur especially when writing about complex themes or issues.</p> <p>Express complex ideas sequentially with simple language and draw on a broad range of learned vocabulary, idioms, and structures.</p> <p>Begin to detect and edit for grammar and structure.</p> <p>Able to use simple reference tools.</p>	<p>Understand standard speech delivered in most authentic settings with some repetition and rewording.</p> <p>Understand the main ideas and significant relevant details on familiar and relevant academic topics.</p> <p>Comprehend a wide range of language forms, vocabulary, idioms and structures learned in and outside of language and content area classes.</p> <p>Can often detect affective undertones and inferences in spoken language with some repetition and rephrasing.</p> <p>Demonstrate phonological discrimination in most auditory elements in English.</p>	<p>Handle most communicative situations with confidence but may need help with any difficulties they have in language production, especially in academic subjects.</p> <p>Engage in extended discussion with fluent speakers on a broad range of topics.</p> <p>Vocabulary, with some circumlocutions, is sufficient to communicate precisely at the appropriate level.</p> <p>Demonstrate mastery of elementary constructions.</p> <p>Vocabulary is sufficiently broad that the speaker has choices and can be precise.</p> <p>Broader range and greater accuracy in use of idiomatic phrases appropriately.</p> <p>Use appropriate temporal markers and verb tenses.</p> <p>Use pronunciation patterns that have little interference with effective communication.</p> <p>Generate more complex questions with appropriate form and structure.</p>

Proficiency Level	Reading	Writing	Listening	Speaking
<b>5 - Advanced</b>	<p>Understand and obtain meaning from a wide range of texts available to native English speakers.</p> <p>Read academic texts at the appropriate level.</p> <p>Understand a variety of literary genres.</p> <p>Read and comprehend grammar and rhetorical features appropriate for the grade level.</p> <p>Mastered strategies of reading comparable to native English-speaking students at their grade level.</p> <p>Understand vocabulary that is basic and academic and able to figure out technical vocabulary.</p> <p>Read and interpret texts across the curriculum for the grade level.</p>	<p>Approaching fluency in academic writing with the content areas.</p> <p>Demonstrate an increasing ability to successfully use the subtleties of written language for different audiences and purposes.</p> <p>Use writing structures appropriate for their grade level.</p> <p>Use a more varied range of reference tools.</p> <p>Edit for word use, mechanics, and structure and revise for content organization and vocabulary at the appropriate grade level.</p>	<p>Understand most standard speech.</p> <p>Understand and identify the main ideas and relevant details of extended discussions or presentations on a wide range of familiar and unfamiliar topics.</p> <p>Apply linguistic skills and knowledge, including vocabulary, idioms and grammatical structure to the learning of academic content.</p> <p>Can use features of the language such as stress, intonation, pace, and rhythm to understand spoken language.</p>	<p>Engage in most social communicative situations with confidence and mastery of language structures.</p> <p>Speak in the academic content areas with fluency and accuracy.</p> <p>Use pronunciation patterns that do not interfere with effective communication.</p> <p>Speak appropriately to a variety of audiences with fluency.</p> <p>Ask questions about academic topics or tasks with the same fluency as the English-speaking students at the appropriate grade level.</p>

## Grade Cluster: K-2

### Language Domain: Listening

		<b>Skill Area: Follow simple and complex directions</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
1.3.1	*see statement	Follow simple oral directions to complete a task	X	X			
		Respond appropriately to directions and questions	X	X	X	X	X
		Follow two-step oral directions to complete a task	X	X	X	X	X

		<b>Skill Area: Understands meaning of short utterances</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
1.3.1	*see statement	Understand words, phrases and /or sentences with basic grammatical forms	X	X			
		Understand basic structures, expressions, and vocabulary within the school environment, such as greetings, questions, and directions	X	X	X		

Nebraska Mathematics Standard: Students will demonstrate listening competency in Nebraska math standards through the other domains of speaking, reading, and writing.

X: The skill is taught at this level of proficiency.  
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		<b>Skill Area: Identify major ideas from an excerpt of speech</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
1.3.1	*see statement	Identify main points of short dialogues	X	X			
		Use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes	X	X	X	X	X
		Listen to and extract meaning from a variety of media such as audiotape, video, and CD-ROM across the curriculum	X	X	X	X	X
		Listen responsively to and demonstrate comprehension of a variety of genres	X	X	X	X	X

		<b>Skill Area: Identify speaker attitude/point of view</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
1.3.1	*see statement	Listen to spoken messages to interpret and evaluate purpose and point of view	X	X	X	X	X
		Detect verbal and non-verbal cues	X	X	X	X	X

\*Nebraska Mathematics Standard: Students will demonstrate listening competency in Nebraska math standards through the other domains of speaking, reading, and writing.

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		<b>Skill Area: Identify important details from an excerpt of speech</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
1.3.1	*see statement	Listen to stories/information and identify key details and concepts	X	X	X	X	X

		<b>Skill Area: Identify meaning of content vocabulary</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
1.3.1	*see statement	Use knowledge of language and vocabulary to interpret the speaker's message	X	X	X	X	X

		<b>Skill Area: Make inferences/predictions</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
1.3.1	*see statement	Interpret speaker's messages, purposes, and perspectives	X	X	X	X	X
		Make predictions based on oral prompt	X	X	X	X	X

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## Grade Cluster: K-2

### Language Domain: Speaking and Oral Communication

		<b>Skill Area: Focus on content, style, purpose, and audience appropriateness</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
1.2.1	1.1-1.6	<b>Vocabulary</b>					
		• Mimic basic words and phrases	X				
		• Use developmentally appropriate vocabulary	X	X	X	X	X
		• Describe surroundings such as classroom, school or home	X	X	X	X	X
1.2.1 1.3.1	1.1-1.6	<b>Directions</b>					
		• Restate and execute simple directions	X	X	X	X	X
		• Restate and execute multi-step directions	X	X	X	X	X
		• Give simple directions to complete a task	X	X	X	X	X
		• Give multi-step directions to complete a task	X	X	X	X	X
1.2.1 1.3.1	1.11.6	<b>Functional Needs</b>					
		• Communicate needs, wants, ideas and feelings	X	X	X	X	X
		• Ask and answer simple questions with one or two-word expressions	X	X			
		• Use common social greetings and simple repetitive phrases	X	X	X		
		• Ask and give information such as address, name, age, and nationality	X	X	X	X	X

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		<b>Skill Area: Focus on content, style, purpose, and audience appropriateness (Continued)</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
1.1.4 1.1.5 1.2.1	1.1.1	<b>Conversation Skills</b>					
	1.1.2	• Retell familiar stories and participate in short conversations	X	X	X	X	X
	1.1.3						
	1.2(All)	• Recount experiences and tell stories that move through a logical sequence	X	X	X	X	X
	1.3(All)						
	1.4(All)	• Converse on simple topics using complete sentences		X	X	X	
	1.5.3						
	1.5.4	• Ask and answer questions using sentences or phrases to gather and provide information	X	X	X	X	X
	1.6.1						
	1.6.3	• Use clear, concise, organized language in speaking situations		X	X	X	X
		• Adapt spoken language such as word choice, diction, and usage to the audience, purpose and occasion			X	X	X
		• Recount experiences and tell stories that move through a logical sequence	X	X	X	X	X
		• Ask and answer questions using sentences or phrases to gather and provide information	X	X	X	X	X
		• Use clear, concise, organized language in speaking situations		X	X	X	X

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		<b>Skill Area: Focus on content, style, purpose, and audience appropriateness (Continued)</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
1.1.2 1.1.4 1.1.5 1.3.1	1.1-1.6	<b>Academic Skills</b>					
		• Produce basic academic language such as alphabet, numbers, colors, etc.	X	X	X	X	X
		• Respond to factual questions about text	X	X	X	X	X
		• Present ideas and supporting details in a logical sequence with beginning, middle and ending		X	X	X	X
		• Ask appropriate questions	X	X	X	X	X
		• Respond to questions with relevant detail		X	X	X	X
		• Demonstrate effective communication skills that reflect demands such as interviewing, reporting, requesting and providing information			X	X	X
1.2.1	1.1-1.6	• Clarify and support spoken ideas with evidence, elaborations and examples			X	X	X
		<b>Form</b>					
		• Produce sounds and intonation patterns	X	X	X	X	X
		• Speak clearly at an understandable pace		X	X	X	X
		• Gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences and correct tense	X	X	X	X	X

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## Grade Cluster: K-2

### Language Domain: Reading

		<b>Skill Area: Analyze style and form</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
1.1.4	1.1.1	Read and recite short poems, rhymes, and songs	X	X	X	X	X
	1.1.3	Make predictions based on title, cover, illustrations, and text	X	X	X	X	X
	1.1.4						
	1.2.2						
	1.4.2						

		<b>Skill Area: Identify meaning of important vocabulary</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
1.1.1	1.1.1	Identify simple, multiple meaning words		X	X	X	X
	1.1.2	Use vocabulary knowledge to read and understand words		X	X	X	X
	1.3.1						
	1.3.5	Define vocabulary from literature		X	X	X	X
	1.4.1						
	1.4.2						

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		<b>Skill Area: Identify main idea, purpose of text and important supporting ideas</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
1.1.4 1.1.5	1.1.1	Identify the main idea of text	X	X	X	X	X
	1.2.1	Identify the story elements: characters, setting, and events	X	X	X	X	X
		Retell story in sequence	X	X	X	X	X
		Distinguish between realism and fantasy	X	X	X	X	X
		Demonstrate comprehension by artwork or written response	X	X	X	X	X
		Ask questions to gain understanding of important information in a text	X	X	X	X	X

		<b>Skill Area: Follow instructions</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
1.1.4	1.1 1.2 1.3 1.4 1.5	Read and follow simple directions to complete a task in English	X	X	X	X	X

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## Grade Cluster: K-2

### Language Domain: Writing

		<b>Skill Area: Write using concepts of print</b>					
<b>Language Arts Standards</b>	<b>Math Standards</b>	<b>Example Indicators</b>	<b>Proficiency Levels</b>				
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.1.2 1.1.3	1.1.1 1.4.1	Print upper and lower case letters and numbers in manuscript	X	X	X		
		Write messages from left to right and top to bottom on the page	X	X	X		
		Write using return sweep	X	X	X		
		Write his/her name	X	X	X		
		Organize letters to form words	X	X	X		
		Use phonetic cues in writing	X	X	X	X	
		Copy words correctly	X	X	X		
		Use appropriate spaces between letters and words	X	X	X		

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		<b>Skill Area: Write using characteristics of effective writing</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
1.1.6 1.1.7		<b>Ideas</b>					
		• Write words or phrases on any given topic	X	X	X	X	X
		• Write patterned or simple sentences on any given topic	X	X	X	X	X
		• Write multiple sentences on any given topic			X	X	X
		<b>Organization</b>					
		• Organize words to form a correct sentence	X	X	X	X	X
		• Write a series of sentences that resemble a paragraph	X	X	X	X	X
		• Write a series of sentences that follow a logical sequence		X	X	X	X
		<b>Word Choice and Voice</b>					
		• Use survival vocabulary, environmental print and/or high frequency words	X	X	X	X	X
		• Use developmentally appropriate vocabulary from a variety of sources	X	X	X	X	X
		• Use appropriate words to convey intended meaning	X	X	X	X	X
		• Use vocabulary from across the curriculum	X	X	X	X	X
		• Exhibit voice in writing			X	X	X

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		<b>Skill Area: Write using characteristics of effective writing (Continued)</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
		<b>Sentence Fluency</b>					
		• Write a simple sentence	X	X	X	X	X
		• Write a variety of simple sentences		X	X	X	X
		• Write complete sentences, varying sentence beginnings			X	X	X
		<b>Conventions</b>					
		• Use punctuation, capitalization, and spelling	X	X	X	X	X
		• Use standard English sentence structure/syntax	X	X	X	X	X
		• Use parts of speech, contractions, abbreviations, apostrophes, and verb tenses	X	X	X	X	X

		<b>Skill Area: Write using a variety of modes with attention to audience and purpose</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
1.1.7 1.1.6	1.5.2	Use picture/story mode to create text	X	X	X	X	X
		Write for social purposes such as: friendly letters, thank you notes, morning messages and invitations with teacher support	X	X	X	X	X
		Write a journal entry from a teacher model	X	X	X		
		Write a journal entry		X	X	X	X
		Write a few words, phrases or simple sentence(s) in response to oral or read material	X	X	X	X	X
		Write a summary of oral or read material		X	X	X	X

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		<b>Skill Area: Use appropriate learning strategies to construct and apply academic knowledge</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
N/A		<b>Use Sources to Write</b>					
		• Use resources to find correct spellings such as word wall, student-generated dictionaries, picture dictionaries, environmental print	X	X	X	X	X
		• Use visuals and manipulatives to form words and sentences	X	X	X	X	X
		<b>Strategies</b>					
		• Use graphic organizers to brainstorm/organize information	X	X	X	X	X
1.1.7 1.1.6 1.1.3	1.5.2	<b>Pre-Write</b>					
		• Generate, organize and sequence ideas through drawing, brainstorming, and visuals with teacher support	X	X	X	X	X
		• Generate, organize and sequence ideas through drawing, brainstorming, and visuals				X	X
		• Use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write		X	X	X	X
		<b>Revise and Edit</b>					
		• Proofread writing for basic grammar and conventions with teacher support	X	X	X	X	X
		• Proofread writing for basic grammar and conventions				X	X
		• Edit for basic conventions of English including spelling, punctuation, and capitalization with teacher support	X	X	X	X	X
		• Revise writing through adding, elaborating, and deleting text with teacher support	X	X	X	X	X
		<b>Publish</b>					
		• Produce a quality final product	X	X	X	X	X

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## Grade Cluster: 3-5

### Language Domain: Listening

		<b>Skill Area: Follow simple and complex directions</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
4.4.1	* see statement	Follow simple oral directions to complete a task	X	X			
		Respond appropriately to directions and questions	X	X	X	X	X
		Follow two-step oral directions to complete a task	X	X	X	X	
		Follow multi-step directions to complete a task		X	X	X	X

		<b>Skill Area: Understands meaning of short utterances</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
4.4.1	*see statement	Understand words, phrases and /or sentences with basic grammatical forms	X	X			
		Understand basic structures, expressions, and vocabulary within the school environment, such as greetings, questions, and directions	X	X	X		
		Understand figurative language, multiple meanings, and idiomatic expressions by responding to such expression appropriately			X	X	X

\*Nebraska Mathematics Standard: Students will demonstrate listening competency in Nebraska math standards through the other domains of speaking, reading, and writing.

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		<b>Skill Area: Identify major ideas from an excerpt of speech</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
4.4.1	*see statement	Identify main points of short dialogues	X	X			
		Use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes	X	X	X	X	X
		Listen to and extract meaning from a variety of media such as audiotape, video, and CD-ROM across the curriculum	X	X	X	X	X
		Demonstrate comprehension of oral presentations, interviews, and instructions	X	X	X	X	X
		Listen responsively to and demonstrate comprehension of a variety of genres	X	X	X	X	X

		<b>Skill Area: Identify speaker attitude/point of view</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
4.4.1	*see statement	Listen to spoken messages to interpret and evaluate purpose and point of view	X	X	X	X	X
		Detect verbal and non-verbal cues	X	X	X	X	X
		Understand how language choice and delivery affect the tone of the message			X	X	X

\*Nebraska Mathematics Standard: Students will demonstrate listening competency in Nebraska math standards through the other domains of speaking, reading, and writing

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		<b>Skill Area: Identify important details from an excerpt of speech</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
4.4.1	*see statement	Listen to stories/information and identify key details and concepts across the curriculum	X	X	X		
		Listen to a variety of media messages and identify supporting details		X	X	X	X
		Listen and respond appropriately to presentations and performances such as, essays, narratives, and poetry		X	X	X	X

		<b>Skill Area: Identify meaning of content vocabulary</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
4.4.1	*see statement	Use knowledge of language and vocabulary to interpret the speaker's message	X	X	X	X	X
		Listen for key phrases to interpret the speaker's message	X	X	X	X	X

		<b>Skill Area: Make inferences/predictions</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
4.4.1	*see statement	Interpret speaker's messages, purposes, and perspectives	X	X	X	X	X
		Make predictions based on oral prompt	X	X	X	X	X

\*Nebraska Mathematics Standard: Students will demonstrate listening competency in Nebraska math standards through the other domains of speaking, reading, and writing.

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## Grade Cluster: 3-5

### Language Domain: Speaking and Oral Communication

		<b>Skill Area: Focus on content, style, purpose, and audience appropriateness</b>					
LA Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
4.1.2 4.2.5	4.1-4.6	<b>Vocabulary</b>					
		• Mimic basic words and phrases	X				
		• Use developmentally appropriate vocabulary	X	X	X	X	X
		• Describe surroundings such as classroom, school or home	X	X	X	X	X
4.3.1 4.4.1	4.1-4.6	<b>Directions</b>					
		• Restate and execute simple directions	X	X			
		• Restate and execute multi-step directions		X	X		
		• Give simple directions to complete a task	X	X	X	X	X
		• Give multi-step directions to complete tasks	X	X	X	X	X
		• Share ideas and information to complete a task	X	X	X	X	X
4.3.1 4.4.1	4.1-4.6	<b>Functional Needs</b>					
		• Communicate needs, wants, ideas and feelings	X	X	X	X	X
		• Ask and answer simple questions with one or two-word expressions	X	X			
		• Use common social greetings and simple repetitive phrases	X	X	X		
		• Ask and give information such as address, name, age, and nationality	X	X			

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		<b>Skill Area: Focus on content, style, purpose, and audience appropriateness (Continued)</b>					
LA Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
4.3.1 4.3.2 4.4.1	4.1.1 4.1.3 4.1.5 4.3.3 4.4.1 4.4.2 4.4.3 4.5.1 4.6.1 4.6.2	<b>Conversational Skills</b>					
		• Retell familiar stories and participate in short conversations	X	X	X		
		• Converse on simple topics using complete sentences		X	X	X	X
		• Recount experiences and tell stories that move through a logical sequence	X	X	X	X	X
		• Ask and answer questions using sentences or phrases to gather and provide information	X	X	X	X	X
		• Use clear, concise, organized language in speaking situations		X	X	X	X
		• Adapt spoken language such as word choice, diction, and usage to the audience, purpose and occasion			X	X	X
4.1.3 4.1.5 4.1.6 4.1.7 4.2.5 4.3.1 4.3.2 4.4.1	4.1-4.6	<b>Academic Skills</b>					
		• Produce basic academic language such as alphabet, numbers, colors, etc.	X	X			
		• Respond to factual questions about texts	X	X	X	X	X
		• Present ideas and supporting details in a logical sequence with beginning, middle and ending		X	X	X	X
		• Ask appropriate questions	X	X	X	X	X
		• Respond to questions with relevant details		X	X	X	X
		• Demonstrate effective communication skills that reflect demands such as interviewing, reporting, requesting and providing information			X	X	X
		• Clarify and support spoken ideas with evidence, elaborations and examples			X	X	X
		• Retell/summarize stories including setting, plot, character and analysis		X	X	X	X
		• Make relevant contributions in group discussions and conversations		X	X	X	X
		• Make valid interpretations and predictions of literary text			X	X	X

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		<b>Skill Area: Focus on content, style, purpose, and audience appropriateness (Continued)</b>					
LA Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
4.3.2	4.1.1	<b>Form</b>					
	4.1.3-5	• Produce sounds and intonation patterns	X	X			
	4.3.3	• Speak clearly at an understandable pace		X	X	X	
	4.4.1-3 4.5.1 4.6.1-2	• Gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences and correct tense	X	X	X	X	X

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## Grade Cluster: 3-5

### Language Domain: Reading

		<b>Skill Area: To use English to achieve academically in all content areas</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
4.1.5 4.1.6 4.1.7		Recognize patterns in text, such as rhyming and repetition	X	X	X		
		Recognize patterns in text, such as alliteration and onomatopoeia		X	X	X	X
		Recognize some significant structural patterns in text, such as sequence/chronological order, and cause/effect		X	X	X	X
		Recognize the distinguishing features of different genres		X	X	X	X

		<b>Skill Area: Following instructions</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
4.1.7	All standards apply	Read and follow simple directions to complete a task	X	X	X		
		Read and follow two-step directions to complete a task		X	X		
		Read and follow multi-step directions to complete a task		X	X	X	X

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		<b>Skill Area: Read for research purposes</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
4.1.2 4.1.3 4.1.4	4.5 4.6	Use visuals and print to gather information and answer questions	X	X	X	X	X
		Use a single resource to locate information	X	X			
		Use multiple resources to locate information		X	X	X	X
		Interpret graphic sources of information such as charts, graphs and maps		X	X	X	X

		<b>Skill Area: Identify meaning of important vocabulary</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
4.1.2 4.1.6	4.1.1-5	Recognize words that have multiple meanings			X	X	X
		Understand and identify a variety of literary terms and forms		X	X	X	X
		Identify and use homophones and homographs to understand text			X	X	X
		Recognize simple analogies, metaphors, idioms, and similes			X	X	X

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		<b>Skill Area: Make inferences, predictions and conclusions</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
4.1.3 4.1.7	4.2	Read information to form conclusions		X	X	X	X
	4.3	Draw inferences such as conclusions or generalizations and support them with details from text, both fiction and non-fiction			X	X	X
	4.4						
	4.5	Understand the role of characters, setting and events in a given literary work	X	X	X	X	X
		Connect, compare, and contrast ideas, themes, and issues across text			X	X	X

		<b>Skill Area: Identify main idea, purpose of text and important supporting ideas</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
4.1.6 4.1.7		Identify the main idea of controlled text	X	X	X	X	X
		Identify the story elements: characters, setting, and events	X	X	X	X	X
		Retell story in sequence	X	X	X	X	X
		Demonstrate comprehension by recalling details, drawing conclusions, distinguishing between realism and fantasy		X	X	X	X
		Ask questions to gain understanding of important information in a text		X	X	X	X
		Generate and respond to comprehension questions related to the text		X	X	X	X
		Recognize the story problem, plot and theme		X	X	X	X

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		<b>Skill Area: Demonstrate early reading skills</b>					
<b>Language Arts Standards</b>	<b>Math Standards</b>	<b>Example Indicators</b>	<b>Proficiency Levels</b>				
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4.1.1 4.1.2	4.2	<b>Decoding Skills</b>					
		• Demonstrate initial print awareness	X				
		• Name and identify each letter and sound of the alphabet	X	X			
		• Know the difference between capital and lower case letters	X	X			
		• Identify words and sentences	X	X			
		• Recognize that there are correct spellings for words	X	X	X		
		• Identify/read environmental print	X	X	X	X	
		• Read high frequency words	X	X	X		
		• Read multiple-syllabic words by using common syllable patterns			X	X	X
		• Read and use knowledge of spelling patterns, i.e. diphthongs, special vowel spellings, consonant blends, digraphs, and r-controlled letter sounds		X	X	X	X
		• Recognize and read word families	X	X	X		
		<b>Study Skills</b>					
		• Identify the parts of a book	X	X	X		
		• Alphabetize words by the first letter	X	X			
		• Alphabetize words to the second and third letter		X	X	X	
		<b>Comprehension</b>					
		• Read and understand simple vocabulary and phrases	X	X			
		• Read and understand sentences and paragraphs		X	X	X	X
		• Use pictures, prior knowledge, and context clues to understand text	X	X	X	X	X
		• Use context clues to determine word meaning of unfamiliar words			X	X	X
		• Use knowledge of prefixes, suffixes, antonyms, and synonyms to understand unfamiliar words			X	X	X

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		<b>Skill Area: Demonstrate early reading skills (Continued)</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
N/A	N/A	<b>Word Analysis</b>					
		• Read one syllable words	X	X			
		• Read compound words	X	X	X	X	
		• Read contractions	X	X	X	X	
		• Recognize nouns, verbs, adjectives, and adverbs		X	X	X	X
		• Use structural cues to recognize words formed from base words, using inflections such as -s, -es, -ed, and -ing	X	X	X		
		• Recognize regular and irregular plurals		X	X	X	X
		• Recognize abbreviations	X	X	X	X	X

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## Grade Cluster: 3-5

### Language Domain: Writing

		Skill Area: Write using concepts of print					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
1.1.2 1.1.3	4.1.1	Print numbers and upper and lower case letters in manuscript	X				
		Write messages from left to right and top to bottom on the page	X				
		Write using return sweep	X				
		Write his/her name	X				
		Organize letters to form words	X				
		Use phonetic cues in writing	X				
		Copy words correctly	X				
		Use appropriate spaces between letters and words	X				

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		<b>Skill Area: Use the writing process</b>					
<b>Language Arts Standards</b>	<b>Math Standards</b>	<b>Example Indicators</b>	<b>Proficiency Levels</b>				
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4.2.3	4.5.1	<b>Pre-Write</b>					
		• Generate, organize and sequence ideas through drawing, brainstorming, and visuals with teacher support	X	X			
		• Generate, organize and sequence ideas through drawing, brainstorming, and visuals			X	X	X
		• Use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write			X	X	X
		• Develop a plan before writing			X	X	X
		<b>Draft</b>					
		• Use simple sentences to create a draft	X	X			
		• Organize sentences into paragraph form	X	X	X	X	X
		• Use multiple paragraphs to organize writing		X	X	X	X
		• Use simple sentences to create a draft	X	X			
		<b>Revise and Edit</b>					
		• Edit for basic conventions such as spelling, punctuation, and capitalization with teacher support	X	X			
		• Edit for basic conventions such as spelling, punctuation, and capitalization			X	X	X

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		<b>Skill Area: Write using characteristics of effective writing</b>					
<b>Language Arts Standards</b>	<b>Math Standards</b>	<b>Example Indicators</b>	<b>Proficiency Levels</b>				
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
4.2.1 4.2.2		<b>Ideas</b>					
		• Write words or phrases on any given topic	X	X			
		• Write patterned or simple sentences on any given topic	X	X	X		
		• Write multiple sentences on any given topic	X	X	X		
		• Write a cohesive paragraph on any given topic		X	X	X	X
		• Write multiple paragraphs on any given topic			X	X	X
		<b>Organization</b>					
		• Organize words to form a correct sentence	X	X			
		• Write a series of sentences that resemble a paragraph	X	X			
		• Write a cohesive paragraph with a main idea and supporting details			X	X	X
		• Write multiple paragraphs that attempt the use of transitions			X	X	
		• Write multiple paragraphs that are clearly connected through the effective use of transitions				X	X
		<b>Word Choice and Voice</b>					
		• Use survival vocabulary and environmental print	X	X			
		• Use an expanded vocabulary from a variety of sources			X	X	X
		• Use appropriate words to convey intended meaning		X	X	X	X
		• Use vocabulary from across the curriculum		X	X	X	X
		• Exhibit voice in writing			X	X	X

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		<b>Skill Area: Write using characteristics of effective writing (Continued)</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
		<b>Sentence Fluency</b>					
		• Write a simple sentence	X	X			
		• Write a variety of simple sentences		X	X		
		• Write complex sentences, varying the types such as compound and complex			X	X	X
		• Write a variety of sentence constructions that include the appropriate use of transitional elements				X	X
		• Write a simple sentence	X	X			
		<b>Conventions</b>					
		• Use punctuation, capitalization, and spelling	X	X	X	X	X
		• Use parts of speech, contractions, abbreviations, apostrophes, and verb tenses	X	X	X	X	X
		• Use standard English sentence structure/syntax	X	X	X	X	X

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		<b>Skill Area: Write using a variety of modes with attention to audience and purpose</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
4.2.4	4.1.2	Use picture/story mode to create text	X	X	X		
		Write for social purposes such as friendly letters, thank you notes, invitations, journals, learning logs, poems, etc.	X	X	X	X	X
		Write a report on a single topic		X	X	X	X
		Write a summary in response to oral or read material		X	X	X	X
		Use writing to give directions in sequence		X	X	X	X
		Write a descriptive paragraph		X	X	X	X
		Write a narrative paragraph with a beginning, middle, and end		X	X	X	X
		Write an expository paragraph including main idea and points of support			X	X	X

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		<b>Skill Area: Use appropriate learning strategies to construct and apply academic knowledge</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
4.2.5 4.2.1	4.5.1	<b>Use Sources to Write</b>					
		• Use resources to find correct spellings such as word walls, student-generated dictionaries, picture dictionaries, environmental print	X	X	X	X	X
		• Use visuals and manipulatives to form words and sentences	X	X	X	X	X
		• Use resources to find correct spellings, synonyms, and replacement words	X	X	X	X	X
		• Use a source to write a paragraph		X	X	X	X
		• Use multiple sources to collect information and take notes to write multiple paragraphs			X	X	X
		<b>Strategies</b>					
		• Use graphic organizers to organize information with teacher support	X	X			
		• Use graphic organizers to organize information		X	X	X	X
		• Summarize information in written form		X	X	X	X
		• Paraphrase information in written form			X	X	X
		• Use note-taking strategies and/or outlines to organize information			X	X	X
4.2.3	4.5.1	<b>Pre-write</b>					
		• Generate, organize and sequence ideas through drawing, brainstorming, and visuals with teacher support	X	X			
		• Generate, organize and sequence ideas through drawing, brainstorming, and visuals			X	X	X
		• Use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write			X	X	X
		• Develop a plan before writing			X	X	X

X:

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## Grade Cluster: 6-8

### Language Domain: Listening

		<b>Skill Area: Follow simple and complex directions</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
8.4.1	* see statement	Follow simple oral directions to complete a task	X	X			
		Respond appropriately to directions and questions	X	X	X	X	X
		Follow two-step oral directions to complete a task	X	X	X	X	
		Follow three and four step directions in sequence to complete a simple task		X	X	X	X
		Restate or ask for clarification and execute multi-step directions		X	X	X	X

		<b>Skill Area: Understands meaning of short utterances</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
8.4.1	*see statement	Understand words, phrases and /or sentences with basic grammatical forms	X	X			
		Understand basic structures, expressions, and vocabulary within the school environment, such as greetings, questions, and directions	X	X	X		
		Understand figurative language, multiple meanings and idiomatic expressions by responding to such expression appropriately			X	X	X

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		<b>Skill Area: Identify major ideas from an excerpt of speech</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
8.4.1	*see statement	Identify main points of short dialogues	X	X			
		Use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes	X	X	X	X	X
		Listen to and extract meaning from a variety of media such as audiotape, video, and CD-ROM across the curriculum	X	X	X	X	X
		Demonstrate comprehension of oral presentations, interviews, and instructions	X	X	X	X	X
		Listen responsively to and demonstrate comprehension of a variety of genres	X	X	X	X	X

		<b>Skill Area: Identify speaker attitude/point of view</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
8.4.1	*see statement	Listen to spoken messages to interpret and evaluate purpose and point of view	X	X	X	X	X
		Detect verbal and non-verbal cues	X	X	X		
		Understand how language choice and delivery affect the tone of the message	X	X	X		
		Evaluate a spoken message in terms of its content, credibility and delivery		X	X	X	X
		Identify the main ideas, points of view, and fact/fiction/opinion in broadcast media			X	X	X

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		<b>Skill Area: Identify important details from an excerpt of speech</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
8.4.1	*see statement	Listen to stories/information and identify key details and concepts across the curriculum	X	X	X		
		Listen to a variety of media messages and identify supporting details		X	X	X	X
		Listen and respond appropriately to presentations and performances such as, essays, narratives, and poetry		X	X	X	X

		<b>Skill Area: Identify meaning of content vocabulary</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
8.4.1	*see statement	Use knowledge of language and vocabulary to interpret the speaker's message	X	X	X	X	X
		Listen for key phrases to interpret the speaker's message	X	X	X	X	X

		<b>Skill Area: Make inferences/predictions</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
8.4.1	*see statement	Interpret speaker's messages, purposes, and perspectives	X	X	X	X	X
		Make predictions based on oral prompt	X	X	X	X	X

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## Grade Cluster: 6-8

### Language Domain: Speaking and Oral Communication

		<b>Skill Area: Focus on content, style, purpose and audience appropriateness</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
8.3.1 8.3.2 8.4.1	8.1-8.6	<b>Vocabulary</b>					
		• Mimic basic words and phrases	X				
		• Use developmentally appropriate vocabulary	X	X	X	X	X
		• Describe surroundings such as classroom, school or home	X	X	X	X	X
		• Use informal, standard, academic and technical language effectively			X	X	X
8.3.1 8.4.1 8.2.5	8.1-8.6	<b>Directions</b>					
		• Restate and execute simple directions	X	X			
		• Restate and execute multi-step directions		X	X		
		• Give simple directions to complete a task	X	X	X	X	X
		• Give multi-step directions to complete a task	X	X	X	X	X
		• Share ideas and information to complete a task	X	X	X	X	X
8.3.1	8.1-8.6	<b>Functional Needs</b>					
		• Communicate needs, wants, ideas and feelings	X	X	X	X	X
		• Ask and answer simple questions with one or two-word expressions	X	X			
		• Use common social greetings and simple repetitive phrases	X	X	X		
		• Ask and give information such as address, name, age, and nationality	X	X			

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		<b>Skill Area: Focus on content, style, purpose and audience appropriateness (Continued)</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
8.1.4 8.3.1 8.3.2	8.1.4 8.2.2 8.4.1 8.5.2 8.5.3 8.5.4 8.6.3	<b>Conversational Skills</b>					
		• Retell familiar stories and participate in short conversations	X	X	X		
		• Converse on simple topics using complete sentences		X	X	X	
		• Recount experiences and tell stories that move through a logical sequence	X	X	X	X	
		• Ask and answer questions using simple to complex sentences or phrases to gather and provide information	X	X	X	X	X
		• Use clear, concise, organized language in speaking situations			X	X	X
		• Adapt spoken language such as word choice, diction, and usage to the audience, purpose and occasion		X	X	X	X
8.1.1 8.1.3 8.1.5 8.3.1 8.4.5	8.1-8.6	<b>Academic Skills</b>					
		• Produce basic academic language such as alphabet, numbers, colors, etc.	X	X			
		• Respond to factual questions about texts	X	X	X	X	X
		• Present ideas and supporting details in a logical sequence with beginning, middle and ending	X	X	X	X	X
		• Ask appropriate questions	X	X	X	X	X
		• Respond to questions with relevant details		X	X	X	X

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## Grade Cluster: 6-8

### Language Domain: Reading

		<b>Skill Area: To use English to achieve academically in all content areas</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
8.1.4		Recognize words that have multiple meaning	X	X	X	X	X
		Identify and use homophones and homographs to understand text		X	X	X	X
		Recognize simple analogies, metaphors, idioms, and similes in literature and content areas			X	X	X

		<b>Skill Area: Read for research purposes</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
8.1.2	8.5.2	Use pictures and print to gather information and answer questions	X	X	X	X	X
		Use multiple resources such as technology, dictionaries, and encyclopedias to locate information		X	X	X	X
		Read, interpret and use graphic sources such as charts, graphs and maps to obtain information	X	X	X	X	X

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		<b>Skill Area: Analyze style and form</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
8.1.3	N/A	Read/recite short poems, rhymes, and songs	X	X			
		Identify patterns in text, such as rhyming and repetition	X	X	X	X	X
		Identify some significant structural patterns in text, such as sequence/chronological order, and cause/effect		X	X	X	
		Identify characteristics of different types of fiction, i.e. legend, short story, novels, and non-fiction (biography), poetry		X	X	X	X
		Distinguish between fact and opinion, cause and effect		X	X	X	X

		<b>Skill Area: Identify main idea, purpose of text and important supporting ideas</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
8.1.3	8.2.2	Identify the main idea of text		X	X	X	X
8.1.4	8.2.3	Identify the story elements: characters, setting, and events	X	X	X	X	X
8.1.5		Demonstrate comprehension by recalling details, drawing conclusions		X	X	X	X
		Ask questions to gain understanding of important information in text		X	X		
		Generate and respond to comprehension questions related to the text	X	X	X	X	X
		Recognize the story problem, plot and theme		X	X		

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## Grade Cluster: 6-8

### Language Domain: Writing

		<b>Skill Area: Write using concepts of print</b>					
<b>Language Arts Standards</b>	<b>Math Standards</b>	<b>Example Indicators</b>	<b>Proficiency Levels</b>				
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.1.2 1.1.3	1.1.1 1.4.1	Print upper and lower case letters and numbers in manuscript	X				
		Write messages from left to right and top to bottom on the page	X				
		Write using return sweep	X				
		Write his/her name	X				
		Draw or copy from a model	X				
		Organize letters to form words	X				
		Use phonetic cues in writing	X				
		Copy words correctly	X				
		Use appropriate spaces between letters and words	X				

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		<b>Skill Area: Use the writing process</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
8.2.3	8.5.1	<b>Pre-write</b>					
		• Generate, organize and sequence ideas through drawing, brainstorming, and visual support with teacher assistance	X	X	X		
		• Generate, organize and sequence ideas through drawing, brainstorming, and visual support		X	X	X	X
		• Use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write	X	X	X	X	X
		• Develop a plan before writing		X	X	X	X
		<b>Draft</b>					
		• Use simple sentences to create a draft	X	X			
		• Organize sentences into paragraph form		X	X		
		• Use multiple paragraphs to organize writing			X	X	X
		<b>Revise and Edit</b>					
		• Revise writing through adding, elaborating, deleting, combining, and rearranging text with teacher support	X	X			
		• Revise writing through adding, elaborating, deleting, combining, and rearranging text independently		X	X	X	X
		• Edit for basic conventions such as spelling, punctuation, and capitalization with teacher support	X	X			
		• Edit writing for standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including “to be,” in final drafts with teacher support	X	X	X	X	X
		<b>Publish</b>					
		• Produce a quality final product	X	X	X	X	X

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		<b>Skill Area: Write using characteristics of effective writing</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
8.2.1 8.2.2		<b>Ideas</b>					
		• Write a sentence/multiple sentences on any given topic	X	X			
		• Write a cohesive paragraph on any given topic	X	X	X	X	X
		• Write multiple paragraphs on any given topic			X	X	X
		<b>Organization</b>					
		• Write a series of sentences that resemble a paragraph	X				
		• Write a cohesive paragraph with a clear logical progression		X			
		• Write multiple paragraphs that attempt the use of transitions			X		
		• Write multiple paragraphs that are clearly connected through the effective use of transitions				X	X
		<b>Word Choice and Voice</b>					
		• Use survival vocabulary, environmental print and/or high frequency words	X				
		• Use an expanded vocabulary from a variety of sources		X	X	X	X
		• Use appropriate words to convey intended meaning		X	X	X	X
		• Use complex vocabulary across all content areas			X	X	X
		• Exhibit voice in writing			X	X	X

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		<b>Skill Area: Write using characteristics of effective writing (Continued)</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
		<b>Sentence Fluency</b>					
		• Write a variety of simple sentences	X	X			
		• Write complete sentences, varying the types such as compound and complex		X	X	X	X
		• Write a variety of sentence constructions that include the appropriate use of transitional elements			X	X	X
		<b>Conventions</b>					
		• Use punctuation, capitalization, and spelling	X	X	X	X	X
		• Use standard English sentence structure/syntax	X	X	X	X	X
		• Use parts of speech, contractions, abbreviations, apostrophes, and verb tenses	X	X	X	X	X

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		<b>Skill Area: Write using a variety of modes with attention to audience and purpose</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
8.2.4	8.5.1	Use picture/story mode to create text	X	X			
		Write informal letters, thank you notes, memos, journals, learning logs, poems, etc.	X	X	X	X	X
		Write a report on a single topic		X	X	X	X
		Write a summary in response to oral or read material	X	X	X	X	X
		Use process writing to give directions in sequence		X	X	X	X
		Write a descriptive paragraph		X	X	X	X
		Write a narrative paragraph with a beginning, middle, and end		X	X	X	X
		Complete applications/forms		X	X	X	X
		Write an expository paragraph including main idea and points of support using cause/effect, problem/solution, and/or compare/contrast			X	X	X
		Compose a formal letter			X	X	X
		Write a persuasive paragraph with at least two supporting ideas				X	X

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		<b>Skill Area: Use appropriate learning strategies to construct and apply academic knowledge</b>					
<b>Language Arts Standards</b>	<b>Math Standards</b>	<b>Example Indicators</b>	<b>Proficiency Levels</b>				
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
8.2.5 8.1.2	8.5.1	<b>Use Sources to Write</b>					
		• Use resources to find correct spellings, synonyms, and replacement words	X	X	X	X	X
		• Use a source to write a simple informative paper	X	X	X		
		• Use multiple sources to collect information and take notes to write a paper			X	X	X
		<b>Strategies</b>					
		• Use graphic organizers to organize information with teacher support	X	X			
		• Use graphic organizers to organize information		X	X	X	X
		• Paraphrase information in written form		X	X	X	X
		• Summarize information in written form		X	X	X	X
		• Use note-taking strategies and/or outlines to organize information		X	X	X	X

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## Grade Cluster: 9-12

### Language Domain: Listening

		<b>Skill Area: Follow simple and complex directions</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
12.4.1	* see statement	Follow simple oral directions to complete a task	X	X			
		Respond appropriately to directions and questions	X	X	X		
		Follow two-step oral directions to complete a task	X	X	X		
		Follow three and four step directions in sequence to complete a simple task		X	X	X	
		Restate and execute multi-step directions		X	X	X	

		<b>Skill Area: Understands meaning of short utterances</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
12.4.1	*see statement	Understand words, phrases and /or sentences with basic grammatical forms	X	X			
		Understand basic structures, expressions, and vocabulary within the school environment, such as greetings, questions, and directions	X	X	X		
		Understand figurative language, multiple meanings and idiomatic expressions by responding to such expression appropriately			X	X	X

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		<b>Skill Area: Identify major ideas from an excerpt of speech</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
12.4.1	*see statement	Identify main points of simple conversations	X	X			
		Use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes	X	X	X		
		Listen to and extract meaning from a variety of media such as audiotape, video, and CD-ROM across the curriculum	X	X	X	X	X
		Demonstrate comprehension of oral presentations, interviews, and instructions	X	X	X	X	
		Listen responsively to and demonstrate comprehension of a variety of genres	X	X	X	X	X

		<b>Skill Area: Identify speaker attitude/point of view</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
12.4.1	*see statement	Listen to spoken messages to interpret and evaluate purpose and point of view	X	X	X		
		Detect verbal and non-verbal cues	X	X	X		
		Understand how language choice and delivery affect the tone of the message	X	X	X		
		Evaluate a spoken message in terms of its content, credibility and delivery		X	X	X	X
		Identify the main ideas, points of view, and fact/fiction/opinion in broadcast media			X	X	X

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		<b>Skill Area: Identify important details from an excerpt of speech</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
12.4.1	*see statement	Listen to stories/information and identify key details and concepts across the curriculum	X	X	X		
		Listen to a variety of media messages and identify supporting details		X	X	X	X
		Listen and respond appropriately to presentations and performances such as, essays, narratives, and poetry		X	X	X	X

		<b>Skill Area: Identify meaning of content vocabulary</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
12.4.1	*see statement	Use knowledge of language and vocabulary to interpret the speaker's message	X	X	X	X	X
		Listen for key phrases to interpret the speaker's message	X	X	X	X	X

		<b>Skill Area: Make inferences/predictions</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
12.4.1	*see statement	Interpret speaker's messages, purposes, and point of view	X	X	X	X	X
		Make predictions based on oral prompt	X	X	X	X	X

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## Grade Cluster: 9-12

### Language Domain: Speaking and Oral Communication

		<b>Skill Area: Focus on content, style, purpose, and audience appropriateness</b>						
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels					
			1	2	3	4	5	
12.2.1	12.1-12.6	<b>Vocabulary</b>						
		• Mimic basic words and phrases	X					
		• Use developmentally appropriate vocabulary	X	X	X	X	X	
		• Describe surroundings such as classroom, school or home	X	X				
		• Use informal, standard, academic and technical language effectively			X	X	X	
12.2.5	12.1-12.6	<b>Directions</b>						
		• Restate and execute simple directions	X	X				
		• Restate and execute multi-step directions	X	X	X			
		• Give simple directions to complete a task	X	X	X			
		• Give multi-step directions to complete a task	X	X	X	X	X	
		• Share ideas and information to complete a task	X	X	X	X	X	
12.1.3 12.3.1	12.1-12.6	<b>Functional Needs</b>						
		• Communicate needs, wants, ideas and feelings	X	X	X	X	X	
		• Ask and answer simple questions with one or two-word expressions	X	X				
		• Use common social greetings and simple repetitive phrases	X	X				
		• Ask and give information such as address, name, age, and nationality	X	X				

X: The skill is taught at this level of proficiency.

Empty Box: The skill is not taught at this level of proficiency.

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		<b>Skill Area: Focus on content, style, purpose, and audience appropriateness</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
12.1.5 12.1.6 12.2.5 12.3.1 12.3.2	12.1.1	<b>Conversational Skills</b>					
	12.2.2	• Retell familiar stories and participate in short conversations	X	X	X		
	12.3.1	• Converse on simple topics using complete sentences	X	X	X		
	12.4.3	• Recount experiences and tell stories that move through a logical sequence	X	X	X		
	12.4.4	• Ask and answer questions using simple to complex sentences or phrases to gather and provide information	X	X	X	X	X
	12.4.7	• Use clear, concise, organized language in speaking situations			X	X	X
	12.5.1 12.5.3 12.5.4 12.5.5 12.6.1	• Adapt spoken language such as word choice, diction, and usage to the audience, purpose and occasion.		X	X	X	X
12.1.1 12.1.3 12.1.4 12.1.8 12.2.2 12.2.4 12.2.5 12.3.2	12.1-12.6	<b>Academic Skills</b>					
		• Produce basic academic language such as alphabet, numbers, colors, etc	X	X			
		• Respond to factual questions about texts.	X	X	X	X	X
		• Present ideas and supporting details in a logical sequence with beginning, middle and ending.		X	X	X	X
		• Ask appropriate questions	X	X	X		
		• Respond to questions with relevant details.	X	X	X	X	X
		• Demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting and providing information.			X	X	X

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## Grade Cluster: 9-12

### Language Domain: Reading

		<b>Skill Area: Identify main idea, purpose of text and important supporting ideas</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
12.1.3		Evaluate information and form conclusions from controlled text		X	X		
12.1.4							
12.1.5		Draw inferences such as conclusions or generalizations and support them with details from text, both fiction and non-fiction		X	X	X	
12.1.6							
12.1.8		Understand the role of characters, setting and events in a work of fiction		X	X		
		Connect, compare, and contrast ideas, themes, characters and issues across text			X	X	X
		Analyze how conflicts are resolved			X	X	
		Identify point of view			X	X	X
		Analyze texts for bias and use of common persuasive techniques			X	X	X
		Recognize shared characteristics of cultures, themes, and connections that cross cultures in literary work			X	X	X

X: The skill is taught at this level of proficiency.

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		<b>Skill Area: Make inferences, predictions and conclusions</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
12.1.3	12.1.1	Evaluate information and form conclusions from controlled text		X	X		
12.1.4	12.5.1						
12.1.5	12.5.5	Draw inferences such as conclusions or generalizations and support them with details from text, both fiction and non-fiction		X	X	X	
12.1.6	12.5.3						
12.1.8	12.4.3	Understand the role of characters, setting and events in a work of fiction		X	X		
	12.5.2	Connect, compare, and contrast ideas, themes, characters and issues across text			X	X	X
		Analyze how conflicts are resolved			X	X	
		Identify point of view			X	X	X
		Analyze texts for bias and use of common persuasive techniques			X	X	X
		Recognize shared characteristics of cultures, themes and connections that cross cultures in literary works			X	X	X

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		<b>Skill Area: Demonstrate early reading skills</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
8.1.1 8.1.6	8.4.3	<b>Decoding Skills</b>					
	8.4.7	• Demonstrate initial print awareness	X				
	8.5.1	• Identify letters, words, and sentences and know the difference between individual letters, words and sounds	X				
	8.4.3						
	8.5.5	• Recognize that there are correct spellings for words	X	X			
	8.1.1	• Name and identify each letter and sound of the alphabet	X	X			
		• Recognize high frequency words	X	X	X	X	X
		• Identify multiple-syllabic words by using common syllable patterns		X	X		
		• Identify and uses knowledge of spelling patterns, i.e. diphthongs, special vowel spellings, consonant blends, digraphs, and r-controlled letter sounds		X	X		
		• Read word families	X	X			
		<b>Study Skills</b>					
		• Identify the parts of a book	X				
		• Alphabetize words to the second and third letter	X	X			
		• Read common and irregular sight words	X	X	X		
		• Know the difference between capital and lower case letters	X				
		<b>Comprehension</b>					
		• Identify/read environmental print	X	X			
		• Read and understand simple vocabulary, phrases, sentences, and paragraphs independently	X	X	X		
		• Use pictures, prior knowledge and context clues to make predictions about text	X	X	X	X	X
		• Use context clues to determine word meaning and unfamiliar words	X	X	X	X	X
		• Use knowledge of prefixes, suffixes, antonyms, and synonyms to understand unfamiliar words		X	X	X	X

X:

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		<b>Skill Area: Demonstrate early reading skills (Continue)</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
		<b>Word Analysis</b>					
		• Read compound words		X	X		
		• Read contractions	X	X	X		
		• Identify parts of speech appropriate to language level	X	X	X		
		• Use structural cues to recognize words formed from base words, using inflections such as –s, –es, –ed, and –ing	X	X	X		
		• Identify and correctly use regular plurals and irregular plurals	X	X	X		
		• Recognize common abbreviations	X	X	X		
		• Use knowledge of affixes, roots and increased vocabulary to interpret the meaning of words in literature and content area texts		X	X	X	
		<b>Literature</b>					
		• Use pictures, lists and charts to orally identify the characteristics of three different forms of literature, fiction, non-fiction and poetry		X	X		
		• Use illustrations, diagrams, simple graphs, and charts to evaluate information and form conclusions		X	X		
		• Use pictures, lists, charts, and tables to identify the factual components to compare and contrast patterns in information materials, newspapers, and magazines		X	X		

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## Grade Cluster: 9-12

### Language Domain: Writing

		Skill Area: Write using concepts of print					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
1.1.2 1.1.3	1.1.1 1.4.1	Print upper and lower case letters and numbers in manuscript	X				
		Write messages from left to right and top to bottom on the page	X				
		Write using return sweep	X				
		Write his/her name	X				
		Organize letters to form words	X				
		Use phonetic cues in writing	X				
		Copy words correctly	X				
		Use appropriate spaces between letters and words	X				

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		Skill Area: Use the writing process					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
12.2.3	12.2.2	<b>Pre-write</b>					
		• Generate, organize and sequence ideas through drawing, brainstorming, and visuals with teacher support	X	X			
		• Generate, organize and sequence ideas through drawing, brainstorming, and visuals		X	X	X	X
		• Use graphic organizers as pre-writing activity to demonstrate prior knowledge, to add new information, and to prepare to write	X	X	X	X	X
		• Develop a plan before writing		X	X	X	X
		<b>Draft</b>					
		• Use simple sentences to create a draft	X	X			
		• Organize sentences into paragraph form		X	X		
		• Use multiple paragraphs to organize writing			X	X	X
		<b>Revise and Edit</b>					
		• Revise writing through adding, elaborating, deleting, combining, and rearranging text with teacher support	X	X			
		• Revise writing through adding, elaborating, deleting, combining, and rearranging text independently		X	X	X	X
		• Edit for basic conventions such as spelling, punctuation, and capitalization with teacher support	X	X			
		• Edit for basic conventions such as spelling, punctuation, and capitalization independently	X	X	X	X	X
		• Edit writing for standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts with teacher support	X	X	X	X	X
		<b>Publish</b>					
		• Produce a quality final product	X	X	X	X	X

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		<b>Skill Area: Write using characteristics of effective writing</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
12.2.1 12.2.2	12.2.2	<b>Ideas</b>					
		• Write a sentence/multiple sentences on any given topic	X	X			
		• Write a cohesive paragraph on any given topic	X	X	X	X	X
		• Write multiple paragraphs on any given topic		X	X	X	X
		<b>Organization</b>					
		• Write a series of sentences that resemble a paragraph	X				
		• Write a cohesive paragraph with a clear logical progression	X	X	X		
		• Write multiple paragraphs that attempt use of transitions		X	X		
		• Write multiple paragraphs that are clearly connected through the effective use of transitions			X	X	X
		• Use survival vocabulary, environmental print and/or high frequency words	X				
		• Use an expanded vocabulary from a variety of sources		X	X	X	X
		• Use appropriate words to convey intended meaning	X	X	X	X	X
		• Use complex vocabulary from across the curriculum			X	X	X
		• Exhibit voice in writing		X	X	X	X
		<b>Sentence Fluency</b>					
		• Write a simple sentence	X				
		• Write a variety of simple sentences	X	X			
		• Write complete sentences, varying the types such as compound and complex		X	X	X	X
		• Write a variety of sentence constructions that include the appropriate use of transitional elements			X	X	X
		<b>Conventions</b>					
		• Use punctuation, capitalization, and spelling	X	X	X	X	X
		• Use standard English sentence structure/syntax	X	X	X	X	X
		• Use parts of speech, contractions, abbreviations, apostrophes, and verb tenses	X	X	X	X	X

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		<b>Skill Area: Write using a variety of modes with attention to audience and purpose</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
12.2.4	12.2.2	Use picture/story mode to create text	X	X			
		Write informal letters, thank you notes, memos, journals, learning logs, poems, etc.	X	X	X	X	X
		Write a summary in response to oral or read material	X	X	X	X	X
		Write a report on a single topic		X	X	X	X
		Use process writing to give directions in sequence		X	X	X	X
		Write a descriptive paragraph	X	X	X	X	X
		Write a narrative paragraph with a beginning, middle, and end	X	X	X	X	X
		Write an expository paragraph including main idea and points of support using cause/effect, problem/solution, and/or compare/contrast		X	X	X	X
		Write a persuasive paragraph with at least two supporting ideas				X	X
		Complete applications/forms	X	X	X	X	X
		Compose a formal letter and job related documents			X	X	X

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		<b>Skill Area: Use appropriate learning strategies to construct and apply academic knowledge</b>					
Language Arts Standards	Math Standards	Example Indicators	Proficiency Levels				
			1	2	3	4	5
12.2.5 12.1.2	12.1.1	<b>Use Sources to Write</b>					
		• Use a source to write a simple informative paper	X	X			
		• Use resources to find correct spellings, synonyms, and replacement words	X	X	X	X	X
		• Use multiple sources to collect information, and take notes to write an informative paper			X	X	X
		<b>Strategies</b>					
		• Use graphic organizers to organize information with teacher support	X	X			
		• Use graphic organizers to organize information		X	X	X	X
		• Paraphrase information in written form		X	X	X	X
		• Summarize information in written form		X	X	X	X
		• Use note-taking strategies and/or outlines to organize information		X	X	X	X

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## **Students With Limited Formal Schooling**

### ***Limited Formal Schooling (LFS)***

As used in this document, this is a limited English proficient student who is in 4<sup>th</sup> grade and above according to age/grade placement with limited literacy skills in any language. However, districts can establish their own definition of LFS students according to their own specific needs.

*Students with limited formal schooling (LFS) are generally recent arrivals to the United States, whose backgrounds differ significantly from the school environment they are entering. This includes students whose schooling has been interrupted for a variety of reasons, including war, poverty, or patterns of migration, as well as students coming from remote rural settings. These students may exhibit some of the following characteristics:*

- *Pre- or semi- literacy in a native language*
- *Minimal understanding of the function of literacy*
- *Performance significantly below grade level*
- *A lack of awareness of the organization and culture of school*

(Taken from “ESL Standards for Pre-K – 12 Students,” TESOL).

### ***Identification of LFS Students***

The following information/assessments may be useful in identifying students:

- Parent survey
- Last grade completed in native country
- Native language writing sample
- Language proficiency assessment
- Math assessment

If these measures indicate a student has limited formal schooling, according to the definition provided above, begin with the English language proficiency guidelines developed specifically for LFS students. Students will be held accountable for the LFS Guidelines as well as the appropriate language proficiency guidelines.



## Grade Cluster: Limited Formal Schooling (Grades 4-12)

Language Domain: Reading, Writing, Math, and Speaking/Listening

<b>Skill Area: Early Literacy Readiness Skills</b>	
<b>Example Indicators</b>	
<b>Reading Readiness</b>	
• Recognize environmental print	
• Begin to choose own reading materials	
• Recognize own name in print	
• Hold a book and turn pages correctly	
• Can indicate front and back parts of the book	
• Respond to illustrations in book	
• Participate in group reading	
• Begin to make predication	
• Begin to make connections to own experiences	
• Memorize pattern books, songs, poems, and familiar books	
• Understand print conveys meaning	
• Begin to read environmental print	
• Read using one-to-one correspondence (match finger to words being read)	
• Follow top to bottom, left to right, and front to back	
• Know letter names	
• Know letter sounds	
• Begin to read basic sight words	
• Read books with simple patterns	
• Can identify title, author, and illustrator	
• Begin to read own writing	
• Read simple early readers	
<b>Writing Readiness</b>	
• Rely on pictures to convey meaning	
• Begin to label and adds words	
• Demonstrate that print conveys meaning	
• Write recognizable letters to represent words	
• Tell about own pictures and writing	
• Write top to bottom, left to right	
• Begin to demonstrate understanding of letter/sound relationship	
• Copy letters and words from a model (Environmental print)	
• Print upper/lower case letters legibly	
• Use beginning consonants to make words	
• Use beginning and ending consonants to make words	
• Use beginning, middle, and ending sounds to make words	

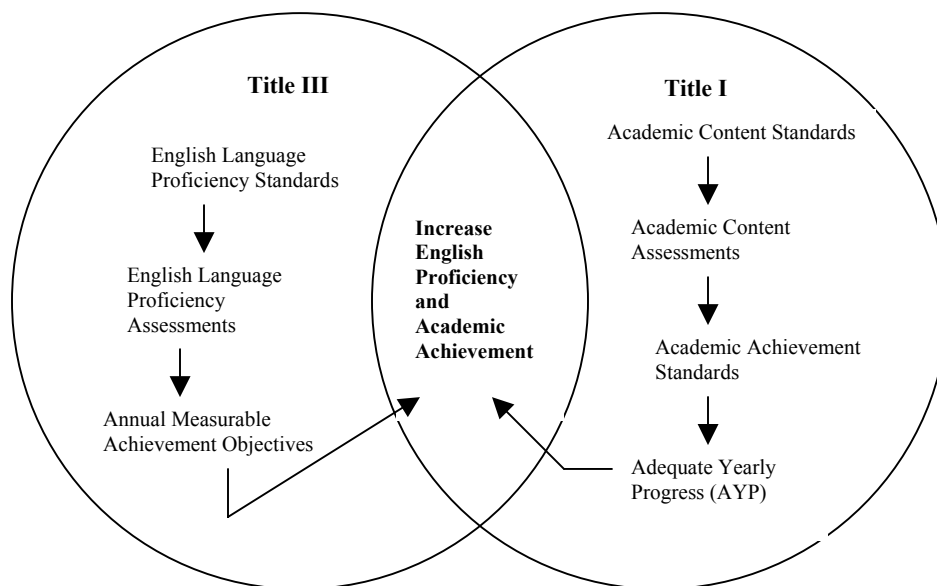
• Write using invented spelling
• Write names and familiar words
• Begin to use proper spacing between letters and words
• Begin to write recognizable short sentences
• Begin to use simple punctuation in writing such as, capital letters and periods
• Begin to read own writing
<b>Math Readiness*</b>
*Students can demonstrate math readiness in English or native language.
• Distinguish between numerals and letters
• Count orally to 10
• Say, read and write numbers to 20
• Say, read and write numbers to 100
• Count objects to 10 (Make one-to-one correspondence)
• Count objects to 20 (Make one-to-one correspondence)
• Count objects to 100 (Make one-to-one correspondence)
• Count backwards from 20
• Understand part to relationships
• Relate money to buying
• Recognize currency
• Begin to relate time to personal life, such as calendar and clock
• Sort objects according to size, shape and color
• Recognize patterns in the environment
• Use measurement for comparison such as, more/less, bigger/smaller
• Count to 10 by 2's, 20 by 5's and 100 by 10's
• Add and subtract by manipulating objects
• Use time vocabulary such as, seasons, months, hours, and minutes
• Identify shapes
• Interpret developmentally appropriate math symbols (+,-,x,=)
<b>Speaking and Listening</b>
• Phonological awareness
• Divide words into individual phonemes (sounds)
• Divide spoken sentence into individual words
• Distinguish rhyming words from non-rhyming words
• Produce rhyming words
• Identify and isolate the initial and final sound of a spoken word
• Add delete or change sounds to change words such as, cow to how
• Blend sounds to make words



## Frequently Asked Questions

**1. How do the requirements of Title III (English Language Acquisition) relate to the Title I requirements for standards, assessment, and accountability?**

The following chart provides some basic information on the relationship between these two Acts.



**2. What is the relationship between English language proficiency standards, English language proficiency annual measurable achievement objectives, and English language proficiency assessments?**

The “K-12 Guidelines for English Language Proficiency” are linked to the Nebraska Language Arts Standards. The annual measurable achievement objectives for English language proficiency, required under Title III, will serve as targets for the achievement of these Guidelines. English language proficiency assessments must be aligned with the Guidelines and provide a means of demonstrating progress towards meeting the annual measurable achievement objectives.

**3. How do the “K-12 Guidelines for English Language Learners” differ from English Language Arts Standards Proficiency levels?**

The “K-12 Guidelines for English Language Learners” define ELL students’ English language proficiency levels in the form of descriptions in the domains of listening, speaking, reading, and writing. These Guidelines define proficiency levels that will help ELL students acquire the English language skills necessary to attain the standards described in the English Language Arts Standards.

**4. *What are my responsibilities as a content area teacher to insure ELL student success in my classroom?***

All teachers in a school district are responsible for ensuring that students meet state content standards (LEARNS). The “Guidelines for English Language Learners” are currently linked to the Language Arts and Math standards. Eventually, they will also be linked to the Science standards.

In addition, school districts are accountable for meeting Adequate Yearly Progress (AYP) as defined under No Child Left Behind. Districts will disaggregate this data not only by racial/ethnic group, but also by English language learner status. It is critical that districts develop an integrated plan to help ELL students meet both language and content standards.

Many strategies are available to content teachers to work with ELL students in the classrooms. These include:

- Cooperative learning
- Visual aids
- Manipulative and hands-on activities
- Presenting information that proceed from concrete to abstract
- Graphic organizers
- Simplifying language used in the classroom
- Announcing lesson objectives (verbally and in writing)
- Using step-by-step instructions
- Increasing wait time

Collaborate with the ELL teacher, the Educational Service Unit and other district resources to discover other strategies that are effective in working with the students.

**5. *What is the difference between a transitioned and monitored student?***

A transitioned student is an English language learner who performs with an advanced degree of language proficiency but may not have met the district language assessments and/or district exit criteria.

A monitored student is one who has met the district exit criteria but is formally monitored and reviewed to ensure that they are successful in the content area classrooms. This is a process required by the Office for Civil Rights under Title VI of the Civil Rights Act.

Generally speaking, a student on “monitor status” is not classified as Limited English Proficient while a student who is classified as in “transition” still meets the definition of a LEP student.

**6. *What is the role of an ELL teacher?***

Each district should specifically define the ELL teacher role in order to meet the goals of the program designed to meet the language needs of the ELL students. The ELL teacher has a key responsibility in helping the students meet the “K-12 English Language Learner Guidelines.” It is important to remember that language development occurs not only in the ELL classroom, but also across the entire curriculum. The most successful programs build in time for teachers to collaborate to ensure that the goals of the ELL and content classrooms are supportive. ELL teachers are a great resource for understanding language and cultural issues, as well as techniques for adapting the instruction and curriculum of the content classroom for the ELL students.

**7. *What do I do with a student who doesn’t read or write in his/her own language?***

This student may be one with Limited Formal Schooling (LFS). Please refer to the section of these Guidelines that provide information on these students and the sample indicators.

**8. *What are the resources available in developing/providing services for ELL students?***

The following people and organizations are excellent sources of information. This is not an exhaustive list and many of the web resources provide links to other organizations and on-line resources that may be helpful.

- ELL/bilingual teachers in your district and throughout Nebraska. Many districts are willing to provide ideas and resources on developing programs to serve the students.
- Educational Service Units
- Nebraska Department of Education
  - Title III (ESL/Bilingual Education) Office – 402.471.2477
  - Migrant Education Office – 402.471.3440
- Midwest Equity Assistance Center, Kansas State University – 912.532.6408
- Region VII Comprehensive Assistance Center, University of Oklahoma – 405.325.1729 or 800.228.1766
- Web Resources
  - National Clearinghouse for English Language Acquisition - [www.ncela.gwu.edu](http://www.ncela.gwu.edu)
  - NDE Title III Office – [www.nde.state.ne.us/NATLORIGIN](http://www.nde.state.ne.us/NATLORIGIN)
  - NDE Migrant Office – [www.nebraskamep.org](http://www.nebraskamep.org)
  - English Language Learner KnowledgeBase – [www.helpforschools.com](http://www.helpforschools.com)
  - Office of English Language Acquisition (OELA), U.S. Department of Education – [www.ed.gov/offices/OELA](http://www.ed.gov/offices/OELA)



## Glossary

- **AMAOs** – Annual Measurable Achievement Objectives – Under Title III, AMAOs are state-defined achievement targets that will be used to evaluate the effectiveness of language instructional programs. These targets determine if ELL students are making progress in learning English in the domains of listening, speaking, reading, and writing.
- **AYP** – Adequate Yearly progress – Individual state’s measures of yearly progress toward achieving state academic standards. It sets minimum level of improvement that states, school districts and schools must achieve each year. This data will be disaggregated for ELL students and is required under Title I.
- **BICS/CALP**
  - *BICS* – Basic Interpersonal Communication Skills: The language used for conversation by students; often referred to as “playground English.” Students can become fluent in BICS in 2-3 years.
  - *CALP* – Cognitive Academic Language Proficiency: The language needed for the content area classroom. It often takes students 5-7 years to acquire CALP.
- **ELL** – English Language Learner: Students whose first language is not English and who are in the process of learning English. This term is often used interchangeably with LEP or Limited English Proficient.
- **ESL** – English as a Second Language: An educational approach specifically designed to teach English to ELL students.
- **LEP** – Limited English Proficient: A student who has a first language other than English and has difficulty speaking, listening, speaking, and writing to allow them to function in the content classroom and meet state content standards.
- **LFS** – Limited Formal Schooling: A student who is in 4th grade and above according to age/grade placement with limited literacy skills in any language.
- **LEARNS** – “Leading Educational Achievement through Rigorous Nebraska Standards”: Nebraska academic content standards for reading, writing, mathematics, science, social studies and history.
- **Monitoring** – Students who have met district exit criteria but are formally monitored/reviewed to ensure that they are successful in the content area classroom.
- **NCLB** – No Child Left Behind: The act authorized by Congress to and signed by President Bush in January 2002. This law is the education reform plan of the Elementary and Secondary Education Act. (ESEA).
- **Native language proficiency** – The ability of a student to speak, read, write, and understand their native or home language.
- **OCR** – Office of Civil Rights: A government agency that provides technical assistance and monitors compliance with all Federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the U.S. Department of Education.
- **Primary language** – The language in which bilingual speakers are most fluent, or which they prefer to use. This is not necessarily the first language learned.
- **STARS** – “School-based, Teacher-led Assessment and Reporting System”: The Nebraska Assessment system that uses locally designed assessment in combination with national

tests and a statewide writing assessment to determine the performance of students on the academic content standards.

- **TESOL** – Teachers of English to Speakers of Other Languages: A national professional organization that has developed national ESL standards for Pre-Kindergarten through 12th Grade.
- **Title III** – Authorized under NCLB, this Title is formula funded and based on the number of LEP students in a state/district. The focus is on assisting school districts in teaching English to LEP students and in helping these students meet challenging State standards.
- **Transition-** Students who perform with an advanced degree of language proficiency but may not have passed the district language assessments and/or met the district exit criteria.

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## **Rule 10 Appendices**

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- **Reading/Writing Standards**
- **Math Standards**